

**Job Summary:**

The job of Behavior Intervention Resource Consultant was established for the purpose of providing assistance and supervision using the principles of applied behavioral analysis to Behavioral Health Services staff and school staff as they work with children with various mental health and behavioral needs. They act as a liaison and are expected to effectively communicate within agency, as well as with families, school staff, and partnering agencies to enhance the delivery of mental health services for children. Must be able to work a flexible schedule in order to meet the needs of the children; early morning, evening and some weekend work may be required.

**Distinguishing Characteristics for Behavior Intervention Resource Consultant Job Series I through III**

The job series is designated as a transition classification where incumbents at the first two levels are expected to continuously pursue certification as a Board Certified Behavior Analyst (BCBA) from the Behavior Analysis Certification Board. The level and complexity of individual work assignments are commensurate with work experience and certification achieved.

The **Behavior Intervention Resource Consultant I** (9808) is the entry level in the job series. Incumbents must be enrolled in an approved BCBA program, with the ability to accrue practicum hours as outlined by the Behavior Analyst Certification Board (BACB). Incumbents work under close supervision while carrying a caseload.

The **Behavior Intervention Resource Consultant II** (9809) is designated for the consultant who has satisfied the minimum experience and educational requirements for competence in supervising and developing ABA treatment programs for clients with various mental health needs and severe behavior problems.

The **Behavior Intervention Resource Consultant III** (9810) is for the consultant who has obtained BCBA certification from the Behavior Analyst Certification Board and has at least 3 years working within an educational setting. This position will be filled based on program need, program budget, satisfactory work performance, and the recommendation of immediate supervisor.

**Essential Functions:**

- Acts as a liaison between the Behavioral Health Services mental health treatment team for a student, the IEP team, and the additional school staff.
- Participates in IEP meetings and student staffings as a representative of Behavioral Health Services, providing progress updates, assessment reports, discussing recommended interventions and supports, and other meaningful engagement.
- Creates and oversees the data-collection processes, maintains data, and analyzes data for the purpose of monitoring the progress toward mental health goals, as well as making data-driven decisions to meet the mental health needs of students.
- Participates/functions as a positive team member for the purpose of enhancing/sharing knowledge and skills for delivering best practices.
- Assesses present developmental and behavioral levels in critical domain areas for the purpose of developing and implementing effective behavioral strategies to meet the mental health needs of students.
- Participates in the development, implementation, and evaluation of mental health services and interventions in a variety of settings for the purpose of delivering effective programs to children with various mental health needs and severe behavior problems.
- Provides behavioral consultation to family members and other significant persons that work with the student, to enhance effectiveness of their interactions with children with various mental health needs and severe behavior problems.
- Assists family members, school staff, Behavioral Health Services staff, and various other agency personnel for the purpose of implementing effective behavioral strategies to support the student's IEP goals.
- Assists family members, school staff, Behavioral Health Services staff, and agency personnel for the purpose of implementing instructional and behavioral strategies to effectively work with children with mental health needs and severe behavioral problems in the educational and community settings.
- Counsels/consults with parents, school staff and Behavioral Health Services staff in collection/documentation and writing data related reports for the purpose of on-going mental health services planning and review.
- Assists school staff to collect/document/write data-related reports for the purpose of on-going service planning and review.
- Communicates/interacts with children, family members, school staff and various other agency personnel for the purpose of sharing information pertaining to the student's educationally-related mental health services.
- Conducts staff development and behavioral training to parents, districts and Behavioral Health Services staff for the purpose of developing expertise in training recipients in the essential skill areas to effectively address the behavioral deficits commonly experienced due to various mental health needs and severe behavioral problems.
- Works collaboratively with the Behavioral Health Services team and the IEP team to develop, evaluate, and modify IEP goals related to educationally-related mental health services for a caseload of students with various mental health needs and severe behavior problems.
- Provides crisis management services and mental health rehabilitative services as appropriate and necessary.
- Accurately documents student service rendered in the Electronic Health Record system.
- Maintains an efficient and productive daily schedule for the purpose of providing services, completing reports, submitting progress notes, and other duties.

- Adheres to safe, clean practices for the purpose of maintaining sanitary environment for students, family members, and other members of the Behavioral Health Services team.

**Skills, Knowledge, and/or Abilities Required:**

- **Skills to:**
  - supervise the delivery of intensive and/or general behavior intervention services;
  - write effective data-based reports;
  - conduct effective training in the area of applied behavior analysis (ABA) and/or behavioral intervention;
  - collect and interpret relevant data regarding the implementation of service delivery;
  - read and write notes, memos, and reports of a moderately complex nature;
  - effectively interact with students, family members, district personnel, and various other agency personnel;
  - structure time effectively and efficiently;
  - effectively train, consult with a wide range of diverse individuals;
  - explain complex behavioral intervention strategies in a clear and concise manner to family members, teachers, agency staff, and the public;
  - engage in crisis de-escalation, rehabilitative skill-building services, parent training, and case management services with students and/or families;
  - create, maintain, and analyze data collection systems and make appropriate recommendations accordingly;
  - recognize and follow procedures when disruptive, abusive, or dangerous behavior occurs.
- **Knowledge of:**
  - applied behavior analysis and intensive behavior intervention strategies;
  - behavioral consultation strategies;
  - effective supervision techniques;
  - effective training/teaching strategies and techniques;
  - various mental health diagnoses, developmental disabilities, and severe behavior problems;
  - non-violent verbal and physical intervention techniques;
  - proper English grammar, punctuation, and sentence structure;
  - positive parenting skills;
  - first-aid skills.
- **Ability to:**
  - understand and address the needs of students with various mental health needs, developmental disabilities, and severe behavior problems;
  - conduct training sessions for parents, staff, and other professionals and agency personnel;
  - conduct FBAs/FAAs, generate quality reports, and oversee the implementation of a behavior intervention plans;
  - communicate effectively, both orally and in writing, with family members, district personnel, and other professionals and agency personnel;
  - participate in agency trainings and meetings in a variety of settings;
  - understand and carry out oral and written instructions;
  - maintain confidentiality of student records and communications;
  - adhere to schedules and deadlines;
  - read, interpret, and apply rules, regulations, and policies;
  - rapidly learn from training methods, techniques, and develop materials to be used in instruction and behavioral intervention;
  - effectively develop and implement applied behavior analysis (ABA) based interventions;
  - provide effective individual and small group instruction;
  - supervise program implementation;
  - work early mornings, evenings, and some weekends as needed;
  - travel locally using own vehicle;
  - speak Spanish is desirable.

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; and supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to significantly impact on the organization's services. The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 34% sitting, 33% walking, and 33% standing. This job is performed under minimal temperature variations in a generally clean and healthy environment; however, the conditions may sometimes be unsanitary in locations visited by the program.

**Education/Experience Required:**

- Two years of supervisory level experience providing direct services to students with various developmental disabilities, mental health needs, and/or severe behavior problems in a home-based, center-based, educational, or social services setting.
- Master's degree required with an emphasis in applied behavior analysis, psychology, special education, child development, or a related field.

**Certificates, Licenses, Clearances, Testing and/or Bonding Required:**

- Current California Board of Behavioral Sciences intern registration or license as LCSW or MFT preferred.
- Pupil Personnel Services credential is preferred.
- Valid California driver's license and proof of automobile liability insurance.

- Department of Justice and FBI Fingerprint Response.

**Additional Requirements:**

- **Consultant I** → Enrolled in an approved Board Certified Behavior Analyst (BCBA) or Board Certified Associate Behavior Analyst (BCaBA)
- **Consultant II** → Plus experience
- **Consultant III**→ Possess BCBA certificate plus three years working in an education setting

**Behavior Resource Consultant III distinguishing job functions:**

- Independently provides program-wide behavioral consultation as needed and/or assigned.
- Provides ongoing supervision to Behavior Health Services staff who are pursuing BCBA certification, as needed.
- Develops and provides ongoing training, support, and oversight to Behavior Intervention Resource Consultant I staff.
- Provide consultation to districts as they conduct Functional Behavior Assessments (FBA) and/or Functional Analysis Assessments (FAA) for children in home, school, and/or community setting for the purpose of promoting successful implementation of the BIP.
- Provides consultation and direction to treatment team regarding interventions, data collection, and data analysis.

**Other Requirements:**

- Willingness to obtain and then maintain BCBA or BCaBA certification.
- Willingness to obtain additional training in areas related to job function, knowledge, and/or abilities.
- Must be able to use own vehicle to travel to various locations within Tulare County.

**FLSA:** Exempt

**June 2018**